

Continuing Education Questions

FALL 2016

1. According to the published report, To Err is Human, the Institute of Medicine (IOM) stated that 98,000 people die each year due to _____ errors.
 - a. documentation
 - b. mental
 - c. driving
 - d. medical
2. In the published report, Improving Diagnosis in Healthcare, the IOM recommends increasing _____ among medical professionals to reduce diagnostic error.
 - a. communication
 - b. contact
 - c. collaboration
 - d. conversations
3. _____ education is defined as people from different professions learning about, from, and with each other.
 - a. Multidisciplinary
 - b. Interprofessional
 - c. Traditional
 - d. Multiprofessional
4. _____ education is where students learn side by side, but interaction is not required.
 - a. Multidisciplinary
 - b. Interprofessional
 - c. Traditional
 - d. Multiprofessional
5. A technique that replaces real-life experiences with guided experiences in a controlled learning environment is referred to as _____.
 - a. interprofessional education
 - b. collaboration
 - c. simulation
 - d. replication
6. According to David Kolb's experiential learning theory, people learn through _____ with people and the environment.
 - a. communication
 - b. interactions
 - c. simulation
 - d. discussions
7. Within the IPEC Core Competency of values/ethics for interprofessional practice, team members must maintain a climate of _____ and shared values with individuals from other professions.
 - a. self-sufficiency
 - b. mutual respect
 - c. hierarchy
 - d. mistrust
8. Task trainers are often used to teach:
 - a. Communication strategies in simulation
 - b. Advanced decision-making
 - c. Skills such as phlebotomy
 - d. Teamwork between professions
9. Simulation objectives in interprofessional simulation should:
 - a. Correspond to the participant's knowledge and level of expertise
 - b. Include an aspect of teamwork and/or communication
 - c. include 4 or 5 objectives for each profession represented
 - d. Both a and b
10. The belief that all learners are capable and desire to learn how to provide excellent patient care is called:
 - a. The basic assumption
 - b. Fiction contract
 - c. A safe learning environment
 - d. A fundamental simulation modality

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11. Learners are asked to buy into the realism through a _____ and function as if they are in a real situation.
 - a. Basic assumption
 - b. Fiction contract
 - c. safe learning environment
 - d. embedded participant
12. Describing the role a student will play and the capability of instrumentation and mannequins should occur during the:
 - a. Brief prior to the scenario
 - b. Case scenario as it develops
 - c. Debrief so the students know what they should have done
 - d. This should not be explained to the students
13. The phase of the simulation where learners act in their specified roles, most often as a current practitioner:
 - a. Brief
 - b. Case scenario
 - c. Debrief
 - d. Learners should observe, not participate in the simulation
14. The majority of learning occurs during the:
 - a. Brief
 - b. Case scenario
 - c. Debrief
 - d. Multiple choice test
15. The communication tool, SBAR, is an acronym for:
 - a. Simulation, Barriers, Assessment, Repetition
 - b. Specific, Bound by time, Accentuate, Responsibility
 - c. Social, Behavioral, Associative, Restricted
 - d. Situation, Background, Assessment, Recommendation/Request
16. Which of the following is not a phrase used to escalate a situation using CUS language:
 - a. I am concerned.
 - b. I am uncomfortable.
 - c. This is a patient safety issue.
 - d. I am reporting this to the supervisor.
17. Which of the following is true concerning interprofessional simulations?
 - a. A staffed simulation facility is necessary
 - b. There are small scale, low resource options
 - c. Three or more professions are necessary to be successful
 - d. High fidelity mannequins are essential
18. Which of the following are potential locations for interprofessional simulation?
 - a. Classroom
 - b. Simulation center
 - c. CLS student laboratory
 - d. All of the above
19. Barriers in designing large-scale interprofessional simulations with students from multiple healthcare professions include:
 - a. Discordant curricula
 - b. Use of multiple sites
 - c. Extended-time scenarios
 - d. All of the above
20. In order to have blood crossmatched for a patient within the timeframe of the simulation, it might help to:
 - a. Omit the incubation period for the antibody screen to speed up the test.
 - b. "Add on" a crossmatch for a specimen that has already had the antibody screen completed.
 - c. Use only emergency release, uncrossmatched blood.
 - d. Have nursing pick up blood without the lab performing testing.
21. For a large group, multi-patient simulation, it may be helpful to debrief _____.
 - a. Several days after the simulation, so students can process the scenarios
 - b. Each profession separately, gathering them all together is too overwhelming
 - c. In phases, to facilitate multiple levels of processing
 - d. Without discussing the medical care of the patient

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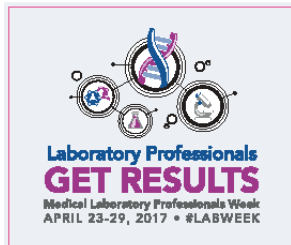
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